

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	April 1, 2014, to August 31, 2016	<div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEAS EDUCATION AGENCY JAN 23 PM 3:58 DOCUMENT CONTROL CENTER DIRECTOR OF GRANTS </div>
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	<p>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

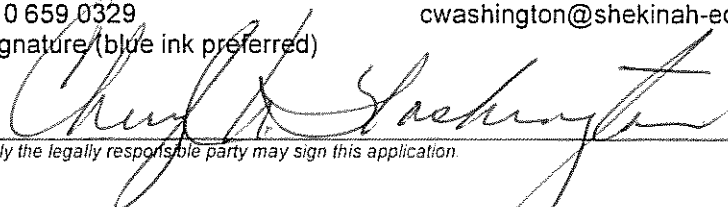
Organization name Shekinah Radiance Academy	Vendor ID # 1742823746	Mailing address line 1 12470 Woman Hollering Road
Mailing address line 2	City Schertz	State TX
		ZIP Code 78154-
County- District # 015819	Campus number and name All	ESC Region # 20
		US Congressional District # TX-021
		DUNS # 799975664
Primary Contact		
First name Cheryl	M.I. A	Last name Washington
Telephone # 210 659 0329	Email address cwashington@shekinah-edu.com	Title Superintendent
		FAX # 210 566 7195
Secondary Contact		
First name Maggie	M.I. A	Last name Eckhoff
Telephone # 210 659 0329	Email address meckhoff@shekinah-edu.com	Title District Administrator
		FAX # 210 566 7195

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Cheryl	M.I. A	Last name Washington	Title Superintendent
Telephone # 210 659 0329	Email address cwashington@shekinah-edu.com		FAX # 210 566 7195
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.

1/22/2014

Schedule #1—General Information (cont.)

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
Part 2: Acceptance and Compliance		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Shekinah Learning Institute (Shekinah Radiance Academy) SRA is applying for the EEIP Grant and will implement the Educator's Career Innovation Program (ECIP) to transform educator quality and effectiveness through improved and innovative preparation, hiring, induction, evaluation, observations, professional development, compensation, career pathways and retention. The goal of the program is to create high quality educators who are well trained and equipped to improve the academic performance of our Title I (45%), At Risk (68%) and our 69% economically disadvantaged student populations. All five of the Shekinah Radiance Academy Campuses will be involved in this process. ECIP will focus on the needs of new and inexperienced teachers in public education and to our charter school programs. Study after study shows the single most important factor determining the quality of the education a child receives is the quality of his teacher. The program will benefit district personnel and students by increasing teacher effectiveness through intensive professional development, job enrichment and support, and improvement in student achievement, resulting from a closing of the academic achievement gaps. The purpose and goals of the EEIP program align with the objectives and goals in our campus and district improvement plans; data driven planning and instruction, improved assessments, teacher retention, and job embedded, content related professional development.

The district's EEIP budget was developed using a team approach and included input from campus principal, teacher, assessment, superintendent and finance personnel based identified needs from a generated needs assessment and activities outlined in this grant. Input was also solicited from personnel during the program development process from staff involved in the EEP process. Data was gathered for input from surveys and data collected during the school improvement planning process from and for each campus involved. The district school improvement committee is responsible for the design of our needs assessment process, its efficacy, as well as, determining how and when the process needs to be changed and/or updated.

By reviewing the demographic information within the grant, one can see the status of our teachers experience, salaries, retention rates and students' academic scores which all align to the goals and purpose of the EEIP grant. SRA has 53 teachers (34%) who will benefit from this program. These teachers are new to the profession and charter schools. In addition, Region 20 data evidenced SRA campuses experiences a 53% teacher mobility or turnover rate in 2012-2013. The ECIP program will not only assist these teachers through the process of induction and mentoring but will assist the 42% of our teachers that have less than 3-5 years experience in education and charter schools.

The management plan for our grant includes; the superintendent, who is responsible for providing district level support for the implementation and final accountability for program implementation, campus principals, master teachers and cluster leaders that will be providing day to day campus level support and accountability for the grant project and implementation, the Project Manager that will facilitate activities, provide ongoing progress monitoring, and internally audit the implementation process for compliance and accountability. Research shows that for any program to be effective, 75% of the staff must buy-in to the innovation, SRA and its charter school campuses have over 78% buy-in and commitment from staff at all levels for this grant. The external evaluation agency has designed a plan that is robust and cost effective and is framed by the project goals and objectives. Project measures were aligned to EEIP program goals and developed with the site based decision committee. The detailed data design will identify key benchmarks during the first 30 days of project implementation, align them with APQC standards, and will monitor these benchmarks to monitor progress on meeting objectives. Our application as well as the designed EEIP program has answered and replied completely and accurately to all statutory requirements and TEA requirements.

The objectives for our EEIP program are as follows:

- Objective 1: Improve student learning and student academic performance through highly effective teaching practices.
- Objective 2: Improve educator/teacher effectiveness and quality through the implementation of the ECIP model.
- Objective 3: Develop and Implement the EEIP program using the 6 required practices and the 2 preferred practices.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The SLI EEIP program will consist of the 6 required practices - Induction and Mentoring; Evaluation; Professional Development and Collaboration; Strategic Compensation and Retention and the 2 preferred practices – Recruiting and Hiring; and Career Pathways. We will use the Educator Effectiveness Process as our implementation program. The district will provide ongoing commitment to the goals of the EEP process in place at some of our campuses and seek additional funding to sustain our improved efforts over time. The EEIP program processes will be in place so SRA can continue the processes implemented through the grant. However SRA will continue to seek additional funding from other sources in order to sustain the program to its fullest.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015819	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	
Project period: April 1, 2014, through August 31, 2016	Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$433,500	\$	\$433,500	\$433,500	\$	\$433,500
Schedule #8	Professional and Contracted Services (6200)	6200	\$470,000	\$	\$470,000	\$470,000	\$	\$470,000
Schedule #9	Supplies and Materials (6300)	6300	\$25,500	\$	\$25,500	\$25,500	\$	\$25,500
Schedule #10	Other Operating Costs (6400)	6400	\$32,000	\$	\$32,000	\$32,000	\$	\$32,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$20,000	\$	\$20,000	\$0	\$	\$
Total direct costs:			\$	\$	\$	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$981,000	\$	\$981,000	\$961,000	\$	\$961,000

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$	\$
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result.	\$	\$
This is the maximum amount allowable for administrative costs, including indirect costs:	\$	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be argued to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 015819			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher (6 Master Teachers) & increased compensation 3%		34+6	\$146,200	\$140,000
2	Educational aide	6		\$150,000	\$150,000
3	Tutor			\$	\$
Program Management and Administration					
4	Project director		1	\$10,000	\$10,000
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk		1	\$15,000	\$15,000
10	Grant accountant/bookkeeper		1	\$10,000	\$10,000
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Cluster Leaders Grades PreK-5		5	\$9,000	\$9,000
16	Cluster Leader Grades 6-8		2	\$3,800	\$3,600
17	Cluster Leaders 9-12		2	\$3,600	\$3,600
18	Subtotal employee costs:			\$347,000	\$347,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay (\$67 day for 300 days)			\$20,100	\$20,100
20	6119 Professional staff extra-duty pay (for 6 mentors @ \$1,600)			\$9,600	\$9,600
21	6121 Support staff extra-duty pay			\$	\$
22	6140 Employee benefits			\$56,800	\$56,800
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$86,500	\$86,500
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$433,500	\$433,500

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015819

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: External Evaluation X 6 campuses		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Evaluation of each campus program/grant			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions: 1	\$50,000	\$50,000
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$10,000	\$10,000
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$60,000	\$60,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015819

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

Specify topic/purpose/service: Accelerated Schools		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Teacher/ Staff Development/ campus improvement			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
2	Contractor's payroll costs # of positions: 5	\$160,000	\$160,000
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$20,000	\$20,000
	Contractor's other operating costs	\$20,000	\$20,000
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$200,000	\$200,000
Specify topic/purpose/service: Higher Learning Consultant		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Staff Development/ Principal preparation			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
3	Contractor's payroll costs # of positions: 2	\$80,000	\$80,000
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$10,000	\$10,000
	Contractor's other operating costs	\$10,000	\$10,000
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$100,000	\$100,000
Specify topic/purpose/service: Youth Empowerment Services Inc		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Observation and teacher assessment			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
4	Contractor's payroll costs # of positions: 2 (for 6 campuses)	\$50,000	\$50,000
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$10,000	\$10,000
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$60,000	\$60,000
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
5	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015819

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$420,000	\$420,000	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$420,000	\$420,000	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$50,000	\$50,000	
(Sum of lines a, b, c, and d) Grand total		\$470,000	\$470,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015819

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$25,500	\$25,500
Grand total:						\$25,500	\$25,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 015819		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$32,000	\$32,000
Grand total:		\$32,000	\$32,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 015819		Amendment number (for amendments only):			
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2	Computers for all new staff to integrate technology and be able to access student data	20	\$1,000	\$20,000	\$0
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$20,000	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 789

Category	Number	Percentage	Category	Percentage
African American	268	33.58%	Attendance rate	94.36%
Hispanic	215	26.94%	Annual dropout rate (Gr 9-12)	12.1%
White	270	33.83%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	48%
Asian	4	0.5%	TAKS commended 2011 performance, all tests (sum of all grades tested)	5%
Economically disadvantaged	558	69.92%	Students taking the ACT and/or SAT	19.4%
Limited English proficient (LEP)	26	3.26%	Average SAT score (number value, not a percentage)	775
Disciplinary placements	14	2.0%	Average ACT score (number value, not a percentage)	DNA

Comments

32 students are "other"

Note 18 (34%) teachers are new teachers with 0 years experience.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	12	23%	No degree	0	0%
Hispanic	5	10%	Bachelor's degree	41.4	78.6%
White	36	67%	Master's degree	11.3	21.4%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	22	42.6%	Avg. salary, 1-5 years exp.	37,246	N/A
6-10 years exp.	9	17.1%	Avg. salary, 6-10 years exp.	38,303	N/A
11-20 years exp.	3.0	5.6%	Avg. salary, 11-20 years exp.	40,524	N/A
Over 20 years exp.	1.0	1.9%	Avg. salary, over 20 years exp.	38,122	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	126	97	86	79	67	72	44	55	55	29	24	34	20	10	789
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	126	97	86	79	67	72	44	55	55	29	24	34	20	10	789

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	2	4	13	4	6	4	5	4	5	2	3	2	2	2	53
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	2	4	13	4	6	4	5	4	5	2	3	2	2	2	53

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on student achievement data from the 2013 STARR Achievement Test, the Shekinah Radiance District is in Needs Improvement Status for "closing the achievement gap" of its economically disadvantaged and at-risk populations. In addition, based Region 20 data statistics, the district had an overall 53% turnover rate in staff. After careful review of the data by the district improvement committee and campus teams, it was determined that our prioritized needs are:

1. Improve student achievement by closing academic or achievement gaps in student population groups
2. Decrease staff turnover by lowering the mobility rate
3. Increase content related professional development in the four content areas of instruction
4. Align assessment with curriculum to insure student success on STARR Test

Data was gathered by our school improvement committee for the purpose of determining a plan of action for improvement. The focus was to address the "Needs Improvement Status" from the 2013 STARR report. After careful analysis of student achievement data, attendance data, staff mobility rates, and benchmark results, the committee consulted the campus teams for input and clarification of needs. In addition, a parent and staff survey was generated to determine parent participation and availability and staff commitment and professional development needs. These results were taken into consideration. The results evidenced a need for; new teacher training in classroom management, discipline management, technology integration, and resource management. Parent and staff surveys evidenced a need for training for parent-teacher meetings and behavior management of students. Data integrity issues flagged a need for staff training on the Eduphoria and Websmart systems to determine student data across public school districts, charters and for data collection and gathering to determine needs for planning and data driven decision making.

The district plan outlines the desired required accomplishments based on the identified needs. Based on the current achievement rates in each of the identified above, the plan has outlined the following smart goals:

1. 100% of SRA Campuses will collect and use data to determine action plans to close achievement gaps and decrease teacher turnover rates
2. 100% of SRA staff will use assessments to benchmark and track staff performance and student achievement as a formative assessment for continuous improvement
3. 100% of SRA campuses and staff will be engaged in job embedded professional development, job enrichment and enlargement activities to improve the quality of teaching for new teachers, increase opportunities for career advancement.
4. Master teachers and Cluster leaders will be involved in the induction and mentoring process for new teachers through bootcamp initiations, collegial partnerships, team teaching activities, and during clinical residencies of new teachers for a 2-3 year period.
5. The SLI-ECIP will confer with institutions of higher learning partnerships (UTSA) and Consortium partners implementing the EEP process to implement and insure consistency of program goals and objectives.

By the end of the grant period, the SLI-ECIP program will achieve the following results:

1. Will close student achievement gaps that exists by 50%
2. Will have documented increase in student achievement of 25%
3. Will have document a decrease in new teacher turnover by 25%
4. Increase the participation of veteran teachers in the SLI-ECIP induction mentoring process by 25%

Will show documented interest and increase in partnerships for our SLI-EIP clinical residency program for new teachers from higher learning institutions, teacher preparation programs, and regional service center support systems.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need – The retention rate of new teachers is low and the goal is to retain new teachers SRA needs to provide an induction, renewal, mentoring program so that the retention rate of teachers can stabilize, new teachers can be prepared to confidently start the school year and returning teachers can renew their commitment to the profession thus ensuring that students receive consistent effective instruction.	EEIP will provide SRA with the means to establish a comprehensive, holistic, induction, renewal and mentoring program that will ensure that 100% of new and returning teachers each year receive training, support and resources to begin the year. Through the provision of mentors for new teachers, release time, observation opportunities and stipends for mentors, along with staff development for returning teachers need that has been identified.
2.	Need – SRA's salary structure is lower than most charter schools in San Antonio and much lower than traditional public schools it is not always competitive for new teachers entering the profession and for returning teachers, implementing a strategic compensation plan will assist teachers in preparing more effectively to remain at SRA thus stabilizing student instruction.	The EEIP will provide, SRA with the means to implement its first ever Human Capital Management System (HCMS), a strategic compensation system that will be standardized and help educators (new and returning) get differentiated compensation based upon educator and student performance with more effective educators earning more and all educators realizing increased income based upon increased effectiveness.
3.	Need – SRA needs to improve its recruitment and hiring processes so that SRA has effective candidates for each new teaching position. Hiring and keeping effective teachers, will lead to SRA students having effective teachers that begin the school year prepared to teach and renewed to continue teaching at SRA, thus ensuring that each year parents and students have consistent instruction that will improve student academic performances.	SRA's planned partnership with the UTSA, Alternative Certification Programs and Regional Service centers as a part of our rigorous recruitment plan will help us identify effective candidates early in their career and help us establish a pool of effective candidates each year to apply for the SRA teacher openings. Having the recruitment and hiring tied to the induction, renewal and mentoring will lead to a well established and coordinated/comprehensive and holistic process to bring in effective teachers, retain effective teachers by supporting teachers throughout their career so that we improve student academic performance.
4.	Need: Effective Mentoring / Induction Program for new teachers. New teachers tend to struggle during the first few years of their career. Many new teachers leave within the first few months as they are not prepared to be successful in the classroom and the time for support to be given to them is minimal.	EEIP would address this issue by allowing us to have master teachers and mentors to assist with the new teacher needs as well as allowing the implementation of a rigorous induction program with time for ongoing staff development and cluster collaborative planning time.
5.	Need: More time for collaborative planning. Teachers have little time during the school day for collaborative planning. Charter school educators and staff have to wear many hats.	EEIP would address this problem by providing each campus with one teacher assistant which would allow teachers more time for collaborative planning and mentorship time as the TA would be able to assist in the classroom during this planning time.

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Schedule #14—Management Plan

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	Doctorate degree, over 30 years of experience in public schools, and over 13 years as a superintendent.
2.	Grant Manager	Masters degree, over 30 years of public school experience. Over 13 years experience of managing grants both fiscal and program.
3.	Master Teachers	Masters degree at least 5 years teaching experience
4.	Accelerated Schools	Masters degrees-experience of school improvement through the improved staff development ensuring teachers are more effective
5.	Youth Empowerment Services	Masters degrees experienced observers and trainers in teacher observations and modelling

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Develop and implement teacher induction, and mentoring program	1. Establish and finalize Induction Program Activities	05/01/2014	08/30/2014
		2. Establish Guidelines for mentoring program	05/1/2014	08/30/2014
		3. Select and Train mentor teachers	08/01/2014	08/30/2015
		4. Create a schedule for mentors/mentees	08/01/2014	08/30/2015
		5. Begin and continue Mentor Program	09/01/2014	8/31/2016
2.	Develop a Comprehensive Recruitment and Hiring program	1. Develop a plan and schedule for recruitment	04/01/2014	06/01/2014
		2. Create strategic recruitment Plan	04/01/2014	08/31/2014
		3. Develop and Implement interview teams and Processes	05/01/2014	05/31/2015
		4. Begin Hiring Procedures	06/01/2014	08/01/2015
		5. Finalize new hires	06/01/2014	08/01/2015
3.	Implement the Human Capital Management System strategic compensation plan	1. Finalize HCMS strategic compensation plan	04/30/2014	08/31/2015
		2. Communicate component to all educators	05/30/2014	08/31/2015
		3. Implement plan to all new and returning staff	08/01/2014	08/31/2015
		4. Continue to monitor and assess educators' HCMS	09/01/2013	08/31/2015
		5. Edit, update and revise and adjust HCMS	10/01/2013	08/31/2015
4.	Implementing EEP with a focus on professional development	1. Schedule and Monitor educator full participation	04/01/2014	08/31/2015
		2. Complete evaluation of PD; determine effective PD	08/01/2013	08/31/2015
		3. Continue all EEP activities including walk-throughs,	04/01/2014	08/31/2015
		4. Observations, Evaluations, Monthly PD, weekly	04/01/2014	08/31/2015
		5. Unit collaboration meetings, and Summer Institute.	04/01/2014	08/31/2015
5.	Implement Accelerated schools Program	1. Develop timeline of activities	06/01/2014	8/31/2015
		2. Begin to Implement Program of staff development	08/01/2013	08/31/2015
		3. Monthly meetings with accelerated schools	08/01/2013	08/31/2015
		4. Monitor progress and change	08/01/2013	08/31/2015
		5. Evaluate effectiveness	12/1/2014	08/31/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently through School improvement SRA holds weekly meetings of the leadership team to monitor progress and goals of the district improvement plan and produce evaluation and progress reports monthly. Plans are put into place and after progress monitoring to determine how implementation is progressing and how effective it is the goal is either modified or and adjusted or left to continue with its progress. Goals and changes are communicated from the Leadership team to the campus administrators through conference calls, administrator meetings, though the DCSI and the Superintendent. The campus administrators then filter the information down to the teachers through weekly PLC's, staff developments, and meetings. The district also filters down this information through district based staff development. The campus administrators inform parents through newsletters and through parent evenings. With the EEIP grant SRA will utilize the Accelerated Schools Process of continuous improvement and feedback from all stakeholders involved in management along with the Total Quality Management modeled and piloted at the APQC in Houston, Texas. Through a data-feedback loop, the evaluation system will support continuous improvement using the methodology of the APQC based on Total Quality Management (TQM). Based on this model, the Project will be led by the Management Leadership Team comprised of the district Superintendent, day-to-day implementation and management will be provided by the Project Director who has a successful track record of project management. The Superintendent working with the Principals, grant manager and teacher leaders (cluster leaders) will be responsible for the implementation of the project plan, on time and within budget. To accomplish the goals will involve the collaborative efforts of the all of the school leaders and the project external evaluators. We will host bi weekly implementation meetings facilitated initially by the Superintendent and then the teacher leaders to build capacity to lead. We will work together to define and detail the final project needs, project objectives, project milestones, final project activities, and measurable outcomes. With input from all stakeholders, we will review outcome data, formative assessment data as part of a continuous improvement process. Necessary changes to the project design and plan, based on assessment data, will be presented and reviewed to confirm any adjustments that need to be implemented.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of the campuses in SRA has been committed to the TTIPS grant since 2012. They have been on a continuous improvement of the whole campus through professional development, improving student s success through teacher improvement. The district has played an integral part in supporting the campus with its needs, grant requirements, and ensuring the goals of the grant program are implemented and met. The district has continually monitored the progress of the campus in all aspects of the program goals and objectives. As this campus is included in the EEIP grant coordinated efforts will be made to ensure pieces that pertain to both grants are not duplicated. This campus has already implemented Accelerated Schools Program so will not be requesting funds for this purpose as well as implementing the EEP process of evaluation of teachers so again we will not be requesting funds for this purpose for this campus.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Documentation of project activities and participants (required PM 1,2,3,4,9&5)	1.	Number ,types, lengths and schedule of activities implemented
		2.	Participation rates of various role groups
		3.	Participating role groups have improved effectiveness scores
2.	Formative Assessment of quality of PD, PLCs, Unit meetings, Mentoring activities.	1.	Perceived benefits and value by participants, providers, supervisors
		2.	Perceived level of support necessary to implement
		3.	Observation of research-based principles in PD & in classroom practice
3.	Formative Assessment of level of implementation of HR/ induction policies and practices	1.	Changes in recruitment of hiring new teachers, teacher retention
		2.	Changes and teacher perceptions of changes in teacher evaluation process
		3.	Changes and teacher perceptions of changes in compensation plan
4.	Annual Summative Assessment of educator effectiveness and student achievement (Required PM 5,6,7, 8,10,11,12,13,14)	1.	Rates, increases of educators scoring at effectiveness levels, and amounts and kinds of PD related to effectiveness and student growth
		2.	Increases in student achievement
		3.	Rates, increases, criteria for retention;
5.	Annual Summative Assessment of permanent changes in HR practices (Preferred PM16)	1.	Permanent changes in pedagogical leadership positions
		2.	Permanent changes in compensation system
		3.	Changes in policies and practices related to early hiring, support, retention

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SRA will utilize of Wexford, Inc. Wexford Inc, has designed a comprehensive, robust and cost-effective evaluation and data plan, framed by the project objectives and performance measures. The detailed data design will identify key benchmarks during the first 30 days of project implementation, align them with APQC standards, and monitor these to assess progress to meeting quality standards and timelines.

During this time, a detailed formative and summative evaluation design will be developed, determining baseline data and annual targets that will collect, synthesize, and analyze data to track specific outcomes related to mentoring and induction, educator/staff evaluation, recruiting and hiring, and PD. The evaluation will be comprehensive and ongoing, including multiple criteria directly related to program goals and objectives. It will involve program participants and other stakeholders. Data Collection Processes/Educator effectiveness data will be accessed through a district data system and will be transferred to WDES. WDES ties the data together, allowing for necessary analysis, including the evaluation of PD through the analysis of the relationship between types and amounts of PD, changes in educator effectiveness, and in changes in student growth. Student descriptive and outcome data will be accessed through district systems and will be analyzed to determine if outcomes have increased to meet targets.

Surveys, interviews, and focus groups processes will also be used. Quantitative and qualitative data will be used to avoid, identify and adjust project goals. The project will provide data summaries, meet with project and school leadership staffs to monitor progress toward benchmarks, performance measures and objectives.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The SRA Educator Career Innovation Program (ECIP) is a comprehensive high quality educator induction program inclusive of high quality mentoring that involves; common planning time and collaboration, on-going professional development, networking opportunities, and a standard-based evaluation and observation process for new instruction-based personnel. *For the purpose of this grant and our charter school network, new instruction-based personnel shall be defined as: any new teacher to our charter school and/or the education profession with less than 6 months or no classroom teaching experience, inclusive of recent college graduates from an accredited college or university and state certified alternative education programs.*

Cross & Rigden, (2002) described the elements of a successful induction plan as: induction prior to school starting for at least 5 days, includes a continuum of professional development that is systematic for 2-3 years, provide teacher study groups and opportunity for networking, incorporate a strong sense of administrative support, integrate mentoring support, and allow for simulations and demonstrations of effective teaching during in-service training or mentoring. Based on research based information from Cross & Rigden (2002) and (Senge, 2002), Shekinah Learning Institute has developed a Educator Career Innovation Program that incorporates best practices and promotes the principle that teaching is a clinical practice (SLI-ECIP). The model promotes the expectation that teaching is collegial and that learning is a life long process. Therefore, for our Learning Organization based on theory and practice from Peter Senge's book the Fifth Discipline, focuses on personal mastery and development of all learners. Senge (1990) explains that people with a high level of personal mastery live in a continuous learning mode, are deeply self-confident, and are acutely aware of areas of ignorance, incompetence, and their need for growth.

Our SLI-ECIP plan includes a learning community made up of instruction-based personnel, faculty from higher learning institutions, mentors, department heads, academic coaches, career teacher leaders, and certified evaluators. It promotes the expectation that teaching is collegial and learning is a life-long process. All instructional-based personnel are encouraged to pursue personal mastery as part of our learning organization. The professional learning community described above will work collaboratively to improve student achievement by equipping and preparing instruction-based personnel during a two-year residency program with adequate skills, strategies, and proven best practices that professionally develop educators to improve student outcomes.

SLI- EICP Program's Induction System is a two-tier system that includes a comprehensive professional development schedule that includes job embedded professional development, networking, collaboration, and peer assessment and evaluation. The purpose of the induction program is to; reduce anxiety for first year teachers, build a high quality teaching staff, reduce staff mobility rates, increase student achievement, establish a common culture where, professionals engage with each other, participate in career long development, and acclimate staff to a common mission with set goals. In addition, the system includes a Mentorship process that involves experienced teacher leaders that work alongside the new teacher to encourage success, empower with strategies, and promote collegiality.

Induction Plan:

Professional Development Plan:

Management Based Orientation – New Teachers will be trained to understand the needs of the student. Areas of focus in teacher orientation will include training educators for students from poverty stricken homes and students who are from homes where English is the second language. Region 20 will be utilized to provide training in the above mentioned areas. Region 20 provides an on going workshop titled "Poverty, A Framework for Understanding and Working with Students and Adults from Poverty", based of the book by Ruby Payne. In addition, there are numerous workshop for educators to learn and sharpen their skill in teaching the English Language Learner.

Upon hire new hires will be orientated on the organizational history, benefits, culture training, policy and procedure, professional community orientation, community tour.

Retreat Week/Seminar ("5" Day) – This is a required "5" Day initial training upon hire for all new hires and will include training, networking, activity engagement. New personnel will be exposed to organization, community, leadership, staff, and engage in professional learning opportunities. Each day will have an identified theme and work through agenda topics that prepare all new staff for work the first day.

1. Day One – Introduction, History of Organization, Organizational Structure, Organizational Personnel, Round-Table Discussions, Simulations, and Data Integrity and Issues.

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2. Day Two – Organizational Culture, Organizational Systems, Data Driven Decisions and Instruction, Networking for New Works, Sessions with Superintendent, supervisors, mentors with testimonials
3. Day Three – Systems Thinking, Vision Casting, School Visits
4. Day Four – 21st Century Educational Initiatives, Sessions with First Year teachers, Training with staff development coordinator, training manual
5. Day Five – Collegial Engagement, Innovation and Creativity, Departmental Activities

Boot- Camp Training (12 weeks). This is a weekly required training for all new instruction-based personnel and will include; classroom management, discipline management, lesson planning, teaching simulations, teaming opportunities, demonstration teaching, data analysis, interpretation, and peer observation and evaluation. Sessions presented by leadership, colleagues, and faculty from partnering higher level institutions or service center.

Technical Division Training (OJT) – (on-going training with mentorship), includes common planning, collaboration, observation/evaluation, and job-embedded professional development.

Mentoring (2 years) – Under the supervision and support of a peer and experienced teacher leader, new instruction-based personnel will collaborate and plan lessons for daily delivery to students, select job-embedded professional development, attend content related workshops and trainings, and demonstrate and simulate teaching skills and strategies. They will learn to assess student strengths and weaknesses, plan for implementation, and evaluate the progress of teaching. Data accessing, analysis, interpretation, reporting, and decision-making will be an on-going part of this relationship. During year one and two, the principal and mentor work closely with the new teacher to insure success.

Clinical Supervision - All new instruction-based personnel will be involved in a model program that includes working with faculty from institutions of higher learning. The professional learning community (mentor, instruction-based personnel, teacher leader) will confer with, be observed by, and be provided guidance from faculty that helps teachers improve practices. Times will be scheduled collaboratively.

Role of the Principal – At each campus, the Principal during the induction process provides orientation, support, encouragement, and guidance with on-gong opportunity for assistance and staff development.

Role of the Mentor -At each campus, the mentor during the induction process acts as an instructional coach, buddy, accountability partner, and colleague by sharing best practices for student success, engaging in on the job training with mentee, critiquing the mentees instructional practices for improvement purposes only, and acting as a trusted advisor for the mentee.

Role of the Mentee - At each campus, the mentee is a learner practitioner that navigates through a period of residency. They are prepared to learn how to diagnose learning needs, prescribe antidotal plans based on data, work with teams of education specialists, and execute learning plans that customize student learning. They will work with mentors to collaborate, evaluate, and demonstrate the exemplary skills needed to bring about student success and add value to the learning organization.

Mentorship Recruitment and Selection

Recruitment/Selection: Mentors will be recruited and selected based on Principal recommendation, parent surveys, class achievement data, education and experience level. All Mentors considered for appointment are required to have a Master Degree and have at least 2 years of supervision experience as a Cluster Leader, Accountability Partner (Buddy), Career Teacher Leader, or Executive Teacher Leader in and with our charter school network.

Mentor Training: Mentors will undergo a "5" Day Mentorship Training Program that requires training in; classroom observation, evaluation, data disaggregation, differentiated learning, special education, counseling. At the end of the training, mentors receive certification.

Mentor Responsibility: Mentors are required to work with Mentee as a practitioner in the field. Both will be scheduled for collaborative planning, collaborative teaching opportunities, and professional development. Weekly reflective journals will be turned in weekly to superintendent or designee. Each will develop a self-evaluation and execute a plan to help the Mentee meet success as a classroom teacher.

Mentor Stipend: Mentor will receive an annual stipend above their salary level of \$10,000. The stipend will cover at least 10-15 hour of work with new teacher. Time and effort documentation must support work. Mentor will have the following schedule:

1. Daily Mentee Meetings (3 hour)
2. Release Time for Networking (1 hour)
3. Classroom Observation Weekly (3 hours)
4. Mentee Support/Counsel (2 hour)
5. Mentor Administrative Documenting (3 hours)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Conducting classroom walk-through observations is a way to collaborate and get teachers to think about their thinking while teaching. The goal is to conduct multiple observations on 100% of the target population of educators using walk-through observations. Walk-through observations are transparent and are intended for immediate feedback and improvement. This will prepared teachers to make better decisions when planning effective lessons. A combination of educators such as teachers, administrators and vendors that have conducted walk-through observations thus far and have found them to be very effective. Providing mentors would satisfy the identified need for more frequent walk-through observations by increasing the frequency of the walk-through observations and increasing the overall teacher effectiveness. **Walk-through Observation Focus:** The focus of the walk-through observations will be to help the teachers improve their teaching strategies and activities immediately within the actual lesson while the lesson is being presented. The walk-through observation process will change the culture of campus to one of constant learning by the target audience (educators) and motivate all educators to learn. It will become a factor in improving educator effectiveness and ensure increased student achievement. **The Boston Collegiate Protocol:** The Boston Colleague protocol (BCP) was a process developed for observing lesson, meetings, and presentations from a video. The BCP has been modified for classroom observations and has proven to be an effective tool to provide insight on changing strategies and activities to provide more effective teaching. The Boston Collegiate protocol is a comprehensive note taking process that allows educators to document everything seen and heard during quick walk-through observation of a classroom for no less than five (5) minutes and no longer than fifteen (15) minutes. **The Walk-through Observation Process:** Everything that the teachers and students are doing and saying is recorded by the observer on the left side of the documentation sheet in the 'What do you see?' column. The observer then chooses two to three areas that could be improved, writing the suggestions on the right side of the documentation sheet under the 'What Would You Do?' column. **Follow-up Conference:** Before leaving the classroom, the observer makes arrangements with the teacher to discuss what was observed. Discussing common objectives/ Identify teachable goals for the teacher: The observer then discusses a common expectation (objective) for the teacher based on the best practices observed. The observer documents suggestions on the right side of the BCP note-taking document numbering them making it easier for the teacher to make a selection from the goal set by the observer(s). This walk-through observation **follow-up conference** or **post-observation** should take place within 24 hours while the lesson strategies and activities are still fresh. The collaboration that takes place in the discussion between the observer and the educator during this follow-up conference provides immediate feedback for the educator and a plan is made to make the improvements in the lesson using those 'teachable moments'. During this time teachers are able to reflected back on their lesson and make decisions on what need to be more effective. The observer plays an even more important part in this process as a second pair of eyes offering a fresh perspective. This will open teachers up to receiving feedback from other educators in a non-threatening manner. The written documentation received allows teachers to revisit the document to use the information to aide in other decisions improving their teacher effectiveness and guides them to make decisions on their own. **Walk-Through Observation Training:** Educators will be given a half day training at the EEP Summer Institute on using the BCP and how to conduct the follow-up conference. Each teacher will be trained and supported through their first three (3) walk-through observations. Trainings will be offered to all staff allowing for teachers to receive more frequent feedback on their teaching strategies and activities, which will allow educators to make more effective decisions on improving their teaching. The following educators may be trained on the walk-through observation process: Teachers, Administrators, Teacher Leaders and Vendors. Teacher comments indicate that immediate feedback from the walk-through observations that have been completed provided valuable information in making immediate changes to their lessons. The walk-through observation process will be used to provide multiple evaluations to each individual teacher throughout the school year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The goal of the Educator Effectiveness Process (EEP) is to improve the effectiveness of 100% of the target audience of educator's in EEP to ensure the increase in student achievement. The Formal Teacher and Principal Evaluation Processes in EEP are used to determine areas that need to be strengthened to increase that educator's effectiveness by improving strategies and activities. The scores from these evaluations are used to determine the individual incentive payouts based on the EEP PBCS. The "process" will work for those who believe that the "process" has value. The Formal Teacher and Principal Evaluation Processes are steps in a cycle of continuous improvement in educator effectiveness from observation and evaluation to feedback and constant improvement that will improve educator effectiveness and ensure increased student achievement. **The Formal Teacher Evaluation Process:** Teachers will be evaluated using the multiple measures of the observation scores and value-added scores. Teacher will receive incentive payouts based on one of the following two models:

- The Core Subject Tested Model for teachers that teach a class with a high stakes test (Grades 3rd-9th) or
 - Observation cumulative weighted average score (50%-determined by the Teacher Evaluation Data System), the
 - Teacher Value-Added Student score (30%), and the
 - School-wide Value-Added score (20%).
- The Core Subject Not Tested Model for teachers whose classes do not take a high stakes test (i.e. Physical Education, Art, etc.).
 - Teacher Observation cumulative weighted average score (50%-determined by the Teacher Evaluation Data System) and the
 - School-wide Value-Added score (50%).

Both models use **value-added scores** that are determined through a collaboration of data analysis companies: Battelle for Kids, Eduteks and SAS-EVAAS. After Each observation, teachers input a self-evaluation score and at the end of the year it is determined if teachers have fulfilled their campus responsibilities using the Domain IV survey created by the teachers themselves. The self-evaluation scores and the Domain IV scores are used in the determination of the cumulative weighted average observation score. **The Formal Principal Evaluation Process:** Principals are formally evaluated using the Principal Model based on the following multiple measures consisting of the following four components: 1) True EEP Implementation (40%), according to the EEP Implementation Fidelity Rubric, 2) Adequate Yearly Progress (AYP) or other state accountability systems (10%), 3) Principal Observations (10%), and 4) School-wide value-added student performance data (40%).

The EEP Implementation Rubric is a comprehensive tool that guides the Principal in EEP implementation and provides criteria for each item of the Four Core Processes of EEP model. A mid-year check using this rubric is conducted by the campus leaders to determine any areas that are being overlooked. An end-of-the year EEP Implementation check is conducted by EEP Staff to determine any areas of need and to determine a score and create a Summative Report. This Summative Report is used by the Leadership Team to create an action plan to address any areas of need. Each school is required to meet **state accountability** by either meeting standards for the state or standards for the federal government. Principals will receive an average **Principal Observation** score based on their four (4) observations using the principal Observation Rubric that was developed to assess their leadership abilities. Principals will be observed three (3) times conducting a Leadership Team Meeting and one (1) time conducting a Teacher Post-Observation Conference by a certified Principal Observer. And finally, the principals will receive a **School-wide Value-added** score determined by SAS-EVAAS

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Observations: Teachers and principals receive four observations each year. One observation is announced and includes a pre-observation conference. All four (4) observations include a post-observation conference that will provide a reinforcement goal and a refinement goal to attain and promote professional development. The processes are transparent in that all participants are kept updated during the entire observation process. Observations are based on the EEP Observation Rubric and the Principal Observation Rubric. The observations establish expectations, provide opportunity for focused feedback, and provide scores used to determine incentive payouts. **The Observation Process:** Teachers and principals are scored and assessed in writing, and compensation is tied directly to effective performance and development. The process is a very systematic one that can also serve as an ongoing professional development tool. It includes the following components: 1) A Pre-Observation Conference to review the lesson or meeting that will be assessed 2) An observation of that lesson or meeting; 3) A Post-Observation Conference Plan is created with scoring, planning and the development of a reinforcement goal (strength to be continued) and a refinement goal (area of need to be improved); 4) A Post-Observation Conference with the observed for review of the Post-Observation Conference Plan; and 5) Walk-through observations to determine the effectiveness toward the refinement goal established during the post-observation conference; **Certified Observers:** Teacher Observation Certification Training is provided to all interested Principals, Administrators, and Leadership Team members. The intensive four day training involves understanding the EEP Teacher Observation Rubric, inter-rater reliability, the pre-conference and the post-conference, and concludes with the Teacher Observation Certification test. Principal Observation Certification Training is provided to all interested Superintendents, Principals, Administrators, and approved Leadership Team members. The intensive three (3) day training involves understanding the EEP Principal Observation Rubric, inter-rater reliability, the pre-conference and post-conference concludes with the Principal Observation Certification test. Participants must meet standard on the tests according to an outside independent agency. **Multiple Teacher Observations:** The four (4) required teacher observations are conducted with a least one by the Principal or other certified Administrator, one observation conducted by the other Leadership team members. Since the intention of observations is not only to determine effectiveness, but to improve effectiveness, two observations will be held during the first semester and two observations will be held second semester. This cycle of observations and conferences are a central element in each teacher's ongoing embedded professional development. **The Teacher Observation Rubric:** The standards-based EEP Teacher Observation Rubric provides a rigorous means for measuring teacher effectiveness through observation as it methodically establishes standards and expectations around researched-based proven detailed indicators and sub-indicators of performance effectiveness. The EEP Observation Rubric articulates teacher expectations by defining performance criteria, and how it is valued, at various levels of quality, from novice to expert using indicators and sub-indicators. It is designed to evaluate teachers' planning, instruction and assessment qualities. The Teacher EEP Observation Rubric is divided into the following domains: **Domain I-Facilitating Student Learning, Domain II-Planning for Learning, and Domain III-Mental, Physical & Emotional Learning. Domain IV** is an end of the year survey created by the teachers that concerning their campus responsibilities. **Levels of Proficiency:** There are three levels of proficiency in the EEP Observation Rubric, which indicates that a teacher understands and implements research-based, subject specific instructional techniques. The three levels of proficiency and associated scoring in the Teacher EEP Observation Rubric are as follows: The Expert level with a value score of five (5) indicates above proficiency in instructional strategies and content knowledge (A teacher at the Expert level is providing the ideal learning environment for all students and requires minimum professional development); The Career level with a value score of three (3) indicates proficiency in instructional strategies and content knowledge and the starting point for teachers to develop goals for their Individual Growth Plans); and The Novice level with a value score of one (1) indicates below proficiency in instructional strategies and content knowledge (Indicators at this level will be a focus for mentoring sessions and instructional support)

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Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In-order for the target population of educators to grow and become more effective, the appropriate trainings are needed to improve their skills. It has been proven that allowing educators to increase their growth in areas throughout the school year by providing opportunities to collaborate and share strategies has played a large part in educator improvement. The goal of the Educator Effective Process (EEP) is to provide strategies and activities through EEP professional development training, job-embedded professional development through Unit meetings, observation Post-conferences, and follow-up conferences, and targeted professional development. The identified need of providing mentors would ensure individual growth through collaboration assisting the individual teachers in fulfilling the goals in their Individual Growths plans. This would enhance the ongoing effort to provide opportunities for regular collaboration to 100% of the target population (educators) and improve professional growth throughout each school year. EEP provides ongoing opportunities to ensure that educators are collaborating, discussing, and sharing strategies and activities that will improve their effectiveness and increase student performance. The Leadership Team meeting promotes collaboration among campus leaders and the Unit meeting is a professional learning community for the Career Teachers. Job-embedded professional development takes place when data is discussed, inter-rater reliability activities are conducted and instructional strategies are applied that helps educators become more effective. **Weekly Leadership Meetings:** The Leadership Team is the Principal, the Expert Teacher Leader(s) (ETLs), and/or the Career Teacher Leader(s) (CTLs). The number of ETLs and CTLs is determined by the amount of teachers on the campuses. Meetings are scheduled to be one hour in length and the Action agenda is limited to two (2) topics of discussion to assure that those topics are thoroughly discussed and a plan is made to address those topics. Leadership Team members are trained intensively on the effective facilitation of the weekly Leadership Team meeting. Roles are assigned at each meeting and rotated to assure that all participants are capable of fulfilling each role providing job-embedded professional development. *The following roles are assigned to meeting participants for all EEP meetings:*

- Leader
- Facilitator
- Scribe
- Time Keeper
- Gate Keeper
- Meeting Participants

Collaboration between leadership members occurs during the following activities:

- Discuss data,
- Discuss and revise school goals according to data,
- Conduct inter-rater reliability activities,
- Determine actions needed for a Teachers in Need of Assistance (TINA) and
- Determine strategies to improve teacher effectiveness presented in Unit meetings, and
- Determine strategies to improve student achievement.

The Leadership Team focuses on actions that need to be taken, and not just topics that need to be discussed.

Leadership meeting are the foundation of EEP implementation and it is the Leadership Team's role to monitor all aspects of the Educator Effectiveness Process according to the EEP Implementation Fidelity Rubric.

One campus leader currently implementing the Leadership meeting protocol stated, *"Having regular Leadership Meetings has helped us make better decisions and be better prepared when discussing our school improvement goals with our teachers".*

Unit Meetings: The Expert Teacher Leader or the Career Teacher Leader facilitates the weekly Unit meetings. Each Unit meeting group consists of six (6) to eight (8) career teachers. Unit meeting records are prepared 24 hours in advance by the Leadership Team member with the topic determined by the Leadership Team based on data. The Unit meetings allow educators to dig deeper, collaborate and discuss topics and strategies for improvement using the EEP Observation Rubric as a guide.

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Collaboration occurs during these weekly Unit meetings when the ETL/CTL guides the Career Teachers in reviewing high, medium, and low student work samples to identify gaps and/or check the progress of the strategy presented at the previous meeting. The facilitator presents a strategy to address the area of need and connects that strategy to an EEP Rubric indicator that can be immediately implemented into current lessons. The following Unit Meeting protocol keeps the Unit focused and allows time for the teachers to experience the strategy from the students point of view, plan implementation into their current lesson plan, schedule follow-up observations or support in the classroom through modeling or team teaching (an excellent opportunity for a mentor), and reflect on the connection of the strategy, the EEP Rubric indicator and the students area of need.

Unit Meeting Protocol

1. Review Need (5 minutes)
2. Learn/Facilitate (20 minutes)
3. Develop/Plan (15 minutes)
4. Schedule (5 minutes)
5. Reflect (5 minutes)

Unit Meeting Topics: It is important for the leadership team to strategically choose Unit topics that address areas of need that will facilitate the achievement of the school goal. Teachers are able to identify critical attributes or any modifications required for students to demonstrate mastery of the targeted skill. Each Unit meeting begins by making connections to the previous meeting, school goal, and/or unit goal. These connections tie directly to growth in student achievement and Individual Growth Plans of teachers.

Unit meeting Facilitation: The Expert Teacher Leader and/or the Career Teacher Leader conduct Unit meetings. The meetings allow teachers time to practice the new learning fully for immediate and real-time application. The Unit Meeting Records are used to plan and carry out unit activities. Unit meeting records and unit meeting sign-in sheets, along with all other EEP meeting agendas, sign in sheets, minutes, and materials presented, are organized in an EEP Binder. *"I have seen a change in the teachers since we have been having our unit meetings. They seem to have a better understanding of what we are expecting when we refer to effective teaching,"* stated one Career Teacher.

Unit Leaders need to be aware that effective unit meetings include three essential parts:

1. **Student Analysis-** Analyzing student work samples to identify gaps.
2. **Develop New Strategies** -New strategies can be an extension of other strategies based on a gap that was identified in the student work samples. Therefore, "tweaking" a portion of strategies is acceptable.
3. **Time Management-** Time must be provided to teachers, and must be effectively managed, to develop new strategies and incorporate the strategies into their lesson plans

Walk-Through Observations: Finally, campuses will conduct Walk-through observations during the week to ensure that all career teachers are receiving the feedback, and support needed for implementing the strategies used in Unit. The process will take no longer than 10-15 minutes to observe strategies and provide immediate feedback. The observer should be able to see the new learning during this time. The observer will schedule time with the Career Teacher to provide feedback on what was observed for that same day to provide immediate feedback. This collaboration allows career teachers to make immediate improvements in their lessons to move toward the overall goal of improving teacher effectiveness that leads to student achievement.

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Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Data! Data! Data! Every decision in the Educator Effective Process (EEP) is based on data. Whether it is observational data from Walk-through Observations or Formal Observations or academic data from teacher generated tests to state required tests, the data tells the story. The goal of the Educator Effectiveness Process (EEP) is to improve educator effectiveness using collective data to ensure the increase in student achievement. To do this we must look at all of the data. Data indicates areas of strength and areas of need of the target audience of educators. Data can determine which students are in need of improvement and in what areas and it can determine which educators are in need of improvement and in what areas. It is important for the leadership team to strategically select Unit meeting topics for the weekly Unit Meetings. These topics are based on data. Strategies and activities must align with the school plan and unit goals, which are all based on data. Strategies will be student-based and will provide a tool or process that can be used to verify the strategy's effectiveness. Teachers must be able to identify critical attributes or any modifications required for students to demonstrate mastery of the targeted skill. **The Unit Meeting:** The unit meeting is a professional learning community. Job-embedded professional development takes place when instructional strategies are presented to the Career Teachers to address specific student gaps and increase teacher effectiveness. The Expert Teacher Leader and/or the Career Teacher Leader will conduct the Unit meetings. Strategies are studied and applied during these strategy-driven meetings. All Unit members receive instruction on strategies for immediate classroom application by the Expert Teacher Leader (ETLs) and/or Career Teacher Leaders (CTL's). ETLs/CTL's also provide support between Unit meetings by request through modeling, team-teaching, and through observation with reflective feedback. Walk-through observations with follow-up reflective feedback, will allow the ETLs and CTL's to evaluate the implementation of the provided instructional strategies.

The Unit Meeting Protocol: An effective Unit meeting follows a specific five (5) step protocol to ensure maximum professional development in a minimum amount of time. The steps are as follows: 1) Review Need, 2) Learn and Facilitate using the Powerful Learning (Authentic, Interactive, Learner-centered, Inclusive, and Continuous), 3) Develop/Plan, 4) Schedule, and 5) Reflect. *The Unit meetings allow teachers time to practice the new learning fully for immediate and real-time application.*

1) **Review Need:** Each Unit meeting begins by making connections to the previous meeting, school goal, and/or unit goal. These connections tie directly to growth in student achievement and Individual Growth Plans of teachers. The unit meeting participants identify gaps in student work by bringing work samples of high, medium, and low quality as aligned to learning from previous unit meeting. The ETL/CTL and Unit meeting participants discuss student work presented to assist in closing the gap to ensure students are receiving the most effective teaching practices. The ETL/CTL connects the items reviewed to the indicator or strategies being learned in the current unit meeting. 2) **Learn and Facilitate:** The ETL/CTL provides a new EEP Observation Rubric indicator or research-based strategy to be learned. Unit meeting participants are provided with handouts focusing on the research-based strategy and/or EEP indicator that the participants will learn and be able to immediately implement in their classroom. A lesson is provided presenting the strategy or indicator that follows the Powerful Learning strategies: Authentic, Interactive, Learner centered, Inclusive and continuous to model effective teaching practices for the Unit meeting participants. Unit participants are able to participate in the Unit meeting and receive the new learning from a student perspective with the ETL/CTL **constantly modeling** effective teaching practices. The Unit meeting participants ask questions to ensure understanding of the new research-based strategy and/or EEP indicator being taught and the ETL/CTL uses Assessment Prompts throughout the meeting to ensure the Unit participants understand the new learning and are able to immediately implement in their classrooms. 3) **Develop/Plan:** Unit meeting participants bring their current lesson plans to immediately implement the new learning. Unit meeting participants are developing and planning lessons based to include the research-based strategy and/or EEP indicator learned during the current Unit meeting. The ETL/CTL uses coaching skills to assist in deeper understanding and thorough development by the Unit members for accurate application. Additionally, during these interactions, the ETL/CTL teachers internally note the type of follow-up support needed for each member. 4) **Schedule:** Unit meeting participants sign up for a walk-through observation by the

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ETL/CTL to show immediate implementation of research-based strategy and/or EEP indicator that was modeled in the current Unit meeting. A walk-through observation follow-up will occur to discuss the implementation of the research-based strategy and/or EEP indicator that was learned during that particular Unit meeting. Unit meeting participants are asked to provide samples of student work at a high, medium and low level for the next Unit meeting to show implementation of research-based and Strategy and/or EEP indicator.5) **Reflect:** Unit member participants reflect and summarize their new learning in their Unit meeting binder. **The Unit Meeting Record:** It is designed much like a lesson plan and used to plan and carry out unit activities. Unit meeting records and unit meeting sign-in sheets, along with all other EEP meeting agendas, sign in sheets, minutes, and materials presented, will be organized in an EEP Binder. **Walk-Through Observations:** A five (5) to (15) minute classroom observation used to determine the implementation of a Unit Meeting strategy –or- to determine any area of need within a classroom. The walk-through observation may be requested by a teacher in need of assistance (TINA) that is requesting help with a specific area of need, or it may occur unannounced. Walk-through observations are conducted daily to ensure that teachers are implementing the strategies they are learning in the Unit Meetings and other professional development training. Of course, ***"A walk-through is not a walk-through without a follow-up conference."*** To continue the EEP cycle of professional development, a walk-through observation follow-up conference is held as soon as possible (preferably that same day) to provide immediate feedback to the teacher observed and discuss what was seen in the classroom –an area that was effective and an area that needs improvement. At that follow-up conference an immediate plan is made to improve that area of need and set a goal for the next walk-through observation resulting in job-embedded professional development. **PD360:** PD360 is an on-line program that enables professional development (PD) to be delivered on-site via the Internet instead of staff leaving campus. PD360 offers opportunities for job-embedded Professional development that can be completed according to each individual's professional schedule and each individual's area of need according to their Individual Growth Plan (IGP). It can be also be used for Unit or school-wide meetings. PD360 provides on-line videos that model research-based practices for any area of need that your data shows needs improving and has a system for reflective follow-up and feedback to ensure new teaching strategies are being used. PD360 provides a platform for teachers to network online with other TTIPS campuses, and teachers across the state and country and provides a site to share documents and resources among campus staff and with other TTIPS campuses using PD360. Administrators and teacher leaders can access usage reports to evaluate teachers' usage, application, and reflections on their professional learning.

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

SRA will implement a strategic compensation plan is defined as a Human Capital Management System (HCMS) based upon USDE research. Our system, aligned with USDE standards for Human Capital Management is inclusive of a comprehensive evaluation system by which compensation is structured over and beyond an employees base salary and is designed to pay staff for continuous improvement in student achievement and for improved performance, resulting in an added value. All teachers, instructional support, auxiliary and professional support staff are eligible for performance award pay-outs based on added-value and documented growth. All staff that participate in the EEIP will receive additional strategic compensation based on teacher formal observations/evaluations, the growth of or value-added to their students' achievement, and/or school-wide value-added measures.

Principals will receive additional strategic compensation based on the scoring of their EEIP implementation, principal formal evaluations, the school-wide value-added measures and the Adequate Yearly Progress (AYP) or State Accountability. Additional compensation in the form of a salary addendum will be awarded to those teachers on the leadership team who are required to work additional hours to fulfill additional responsibilities due to the scope of their leadership role. They will receive extra-duty pay, as outlined in a "salary addendum." Strategic compensation will be awarded in November of the following school year. This will insure staff retention from one year to the next. Only staff returning the next school year will be eligible for the November pay-out or performance pay. Observations of teachers, teacher leaders, mentors, and principals will be rated on a Likert scale of 1-4. Teachers earning a score of 2 or less on any two observations, will be prescribed a TINA – Teacher In Need of Assistance Plan to assist them in areas of concern. The focus will be improvement over time. A score of 3 or better receives a performance based award for value-added (student achievement and staff performance). We believe increased, content related professional development will in turn increase student achievement, resulting in value-added growth overall. This will be made possible by the implementation of the SLI-ECIP Program clinical model, where new teachers are mentored through the induction process or during their two year residency period to insure success in teacher retention.

Ensuring accuracy in the Teacher Evaluation Data System

Research conducted by The National Institute for Excellence in Teaching has shown that there is a direct correlation between a teacher's evaluation scores and student value-added achievements. Therefore, unwarranted inflation of teacher's evaluation scores will not improve teacher's effectiveness or improve the student's learning achievements. The purpose of the evaluations is to acknowledge teacher's strengths (reinforcement) and give constructive feedback on areas that require improvement (refinement). When performed accurately, evaluation scoring will facilitate teacher's professional development, and will therefore improve student's value-added achievements. A teacher's areas of weakness will mostly result in the student showing related weaknesses as a result those shortcomings. There must be a process to ensure inter-rater reliability so teacher's performance can be accurately measured, thus allowing students to benefit from the accuracy and reliability of such scoring.

Our planned goal is to differentiate compensation for 100% of the SRA educators based upon an educator rubric per different role (Master Teacher leader administrator, teacher, and mentor) where an objective system of indicators and criteria rank different categories and individualized data is collected on each educator to determine the differentiated compensation so that at the beginning, middle and end of the year, educators receive partial compensation based upon their HCMS score. The rubric described below has a majority of indicators that focus on teacher effectiveness (including growth and observations and evaluations scores) aligned with improved student performance (including school wide goals and individual classroom/subject level goals).

Human Capital Management System (HCMS) –SRA does not provided competitive educator salaries compared to other charter schools in the areas, this will allow stabilization of all educator salaries based upon objective criteria identified by educators with Board and Superintendent approval. The HCMS when finalized will mandate that "more effective educators" earn more because they are proven (per the criteria and data collected) to be "more effective educators". HCMS is designed at a level to recognize educators that are the most effective. The HCMS is not designed to "compensate" everyone at the same level; it is designed to reward educators who are more or most effective.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015819

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

A Sample Performance Based Compensation System based the results of the HCMS Rubric

	Scores	Qualifying strategic compensation
Total HCMS Rubric Score	4.85 – 5.00	up to 3% of current salary
Total HCMS Rubric Score	4.00 – 4.84	up to 2.7% of current salary
Total HCMS Rubric Score	3.50 – 3.99	up to 2.5% of current salary
Total HCMS Rubric Score	3.00 – 3.49	up to 2.0% of current salary
Total HCMS Rubric Score	2.75 – 2.99	up to 1.5% of current salary
Total HCMS Rubric Score	1.00 – 2.74	up to 0.0% of current salary

Four HCMS Categories

1 Needs Improvement 2 Progressing (teacher, teacher leader, head learner, interventionist) 3 Proficient 4 Effective

Four HCMS Indicators

Performance – This indicator will be ranked using the evaluation/observation scores, the data collected regarding the participation of the educator in required professional development activities, the attendance of the educator during required collaboration weekly unit meetings, the evidence that the educator is regularly and consistently attending required data and lesson planning meeting, the evidence that the educator is using data to guide and adjust instruction to students and the data related to the educators appropriate and consistent use of all of the resources that have been provided.

Academic Performance Students – Student performance on all state-wide tests, weekly tests, semester exams and benchmark assessments will be measured along with student value added data and the attainment of school wide goals for students, subject and classroom level goals for students.

Attendance Students & Parents! – Each educator responsible for students will be have a review of the data related to required student school attendance and required parental attendance and participation. Parents are required to have weekly telephone conversations with teachers initiated by teachers regarding the progress of the student and parent attendance at school events targeted parents is measured in this indicator. SRA reminds all stakeholders that charter schools earn funds to pay for teacher salaries, HCMS, PBCS, lights, supplies, buildings, etc. is through student attendance. This is critical to our school's success!

Attendance Staff – All staff is expected to have 100% attendance unless there are emergencies. We expect students to seek to earn perfect attendance and we believe that adults should model the behavior expected in students.

Scores from the categories based upon the indicators described above would indicate the strategic compensation that each educator would qualify. We have work to do to finalize the HCMS in order to implement it this year, however, upon approval of funding, one of our firs priorities will be to finalize SRA's HCMS and begin implementation. Again, additional details would be finalized once funding is approved.

The following description shares some insight into the special situation that some charter schools face and speaks to the need for strategic compensation as a way to help retain teachers.

The reason the teachers left was due to the salary discrepancies among districts and charters in the San Antonio Metropolitan area where one district or charter school could be paying up to \$20,000 less than some of the bigger districts and other charter schools within the same city.

With this application for funding, a comprehensive approach to strategic compensation has been developed that does not only rely on a typical "payout for performance compensation" but includes an aligned system of strategic compensation that includes performance based upon an innovatively designed "human capital management system" where student, educator and school wide performance is weighted along with factors that allow for differentiated payments including individual educator goals, mid-year formative assessments as well as summative assessments as described above.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015819

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Although SRA has a recruitment and hiring process in place it is not successful as shown by teachers who leave after a few months and the inability to recruit and hire in the shortage areas of Math and Science particularly at our Campus located in West Columbia. Currently teachers are not hired early which means that many of the effective teachers are already hired when we are able to hire them.

We utilize the services of the regional service centers and advertise through "Schoolspring" these methods will continue throughout the grant period.

The mission of the SLI-ECIP clinical model program of induction and mentoring is to develop each new teacher to our charter school to their maximum potential. The mission is "ability driven." This model is encapsulated in the "thinking schools, learning nation" of the Singapore education system. The basic driving principle is: "Quality Teachers = Quality Education."

SRA plans to employ, with funding from EEIP, a more expansive recruitment process because research from the Center for Policy Research, Maxwell School of Syracuse University has shown that districts utilizing a variety of recruitment strategies are more likely to have access to more highly qualified educators than districts utilizing a limited number of recruitment strategies. The research that has helped SRA come to the realization that recruitment matters also states that "high quality teachers matter most to student success" (*Ferguson 1998; Goldhaber 2002; Hanushek, Kain, and Rivkin 2002*). The overall planned goal and vision of SRA renewed commitment to the recruitment and hiring process is to ensure that we engage in rigorous and varied recruitment activities that yield a cadre of high quality teachers ready to be selected to begin and end their teaching career. To ensure our recruiting and hiring practice is more effective and successful new goals will be established. The goal of the proposed recruitment and hiring component will be to ensure that we have multiple effective educators at least three (3) per position ready to be selected to start the school year effective beginning with the first day of the school year. The timeline for these events will begin earlier to enable SRA to have the best selection of candidates. The strategies and activities described within this requirement are proposed and will be finalized when funding is approved.

Recruiting and Hiring Process:

SLI-ECIP will recruit the top 30% of new teachers exiting approved teacher preparation programs in the state of Texas. This will insure that our charter schools have some of our best graduates.

Recruitment Period for new instruction-based personnel will be based on organizational need (need assessment results), staffing patterns developed, and will begin earlier on or about March of each school year, during the re-enrollment process for students. Instruction-based personnel will be considered for employment for the subsequent school year.

Recruitment Drive Process:

Advertisement to School Spring

Potential Applicant Pool from Alternative Certification Programs (Elicit partnerships)

College and Business Community Job Fairs (Elicit partnerships)

Personal and Professional Recommendations

Retired Teachers

Recruitment Time-line

March thru June – Applicant Pool will be updated annually

Selection Process:

Applications will be screened for "highly qualified" designation and forwarded to the HR department for further determination for employment (Level 1)

Applicant will be notified by HR staff acknowledging receipt of application and requesting additional documentation if needed (Level 1)

Applicant that makes it through Level 1, will be scheduled for an interview with an interviewing team (Level 2)

Applicants that are successful during the interview process will be considered for a second interview (Level 3)

Applicants that progress beyond this point will be recommended for hire (Level 4)

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Induction:

We will have a 2 year residency (new teachers), as an incubation process. Veteran teachers will serve as our mentors.

Mentoring: Cluster Leaders and Mentors of Best Practices and with 3-5 years experience in teaching and charter schools. Must be recommended by supervisor, have documented success with student achievement, and be a Master level teacher with communications and people skills.

SLI-ECIP will insure that preparation of the trainee and novice teacher will be centralized under a well planned, well staffed induction mentorship program in our institute. New trainees and novice teachers will be coupled with experienced teachers aligned with expertise in content area and pedagogical skills. At least one-fifth of the new teachers time for a two year period will be spent observing experienced teachers in the classroom and in on the job training.

Professional Development and Teacher Recognition:

1. 100 hour professional development per year (bootcamp, retreat week, job-embedded)
2. Public recognition for outstanding practice
3. Team teaching opportunity with mentor or content area teacher bi-monthly

Career Pathways:

Continual Professional Development Pathways for Mentors and Aspiring Leaders

1. SLI-ECIP will encourage personal mastery and job enrichment through extended activities with extra duty pay and tuition re-imbursement
2. SLI-ECIP will link professional development with teacher appraisals
3. SLI-EIP will require new pedagogical knowledge and involvement in Action research for teachers to improve professionalism.

Emphasis on Developing School Leadership

1. SLI-ECIP Career Exploration program will encourage leadership development to match with the changing demands for school leaders
2. SLI-ECIP will encourage Entrepreneurial leadership through innovative actions and decision making

Collaboration

1. SLI-ECIP will collaborate its efforts to maximize trainee and novice teacher potential by conferring with institutions of higher learning, consortium partners (EEP), and with our local Regional Service Center (Region 20).

Critical Success Factors in Sustaining a Quality Teaching Force

1. SLI-ECIP will select the right candidates with passion for teaching
2. SLI-ECIP will select from the top 30% from Texas educator preparation program
3. SLI-ECIP will monitor teacher welfare (physical and mental) as a part of their development

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Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Multiple Career Paths Overview

The SLI-ECIP Plan has established a Career Pathway that allows for increased employment retention of classroom teachers and advancement opportunities through job enrichment, enlargement, and job rotation opportunities and appointments. Teacher effectiveness is the demonstrated ability of a teacher to help students learn at improved levels. This ability is complex and can be broken down to include the following targeted skill sets: Content knowledge; Pedagogical skills; Attitude skills; Behaviors skills.

The Educator Effectiveness Process was designed to recruit effective teachers and assist current teachers in becoming more effective. The process ensures that effective teachers are further retained and may progress to becoming a member of the EEIP leadership team. Retaining effective teachers helps to ensure the success of students in our schools.

An important strategy for ensuring that every student has access to an effective teacher is to expand the pipeline of effective teachers. Previous teacher recruitment and education programs have not supplied a sufficient numbers of effective teachers. The Educator Effectiveness Process, however, is designed to allow effective teachers the ability to take on leadership roles to strengthen the school as a whole.

Full participation in EEIP will offer all teachers at all campuses opportunities for progressing as a professional teacher in their career. In doing so, their value is enhanced and they will be more likely to be retained. Because of EEIP, all targeted schools will see an increase in recruitment and retention of effective teachers and principals.

EEIP has identified three career options for teachers:

Classroom Teacher to Cluster Leader/ Master Teacher/ Teacher Leader – Any SRA teacher with 3-5 years of classroom experience that has a documented record of value-added student growth and achievement and desires to advance in the organization, may progress through the following pathway:

Master Teachers – An SRA Master Teacher is classified as a Cluster Leader that has served successfully over a cluster of grade levels (Prek- 5th-, 6-8 and 9-12) for at least 2 years and has served as a classroom teacher for 2 years with demonstrated documented student growth. They must have served on the Campus Action Team or another school-based committee. Master teachers are eligible for job enrichment by mentoring new teachers or serving as cluster leaders, job enlargement by taking on additional campus projects, and serving on focus groups and task forces for school improvement. They receive an annual stipend of \$2,500 - \$5,000.

Academic Coaches – Academic Coaches are involved as teacher leaders that act as a technical assistant and support to classroom teachers. They observe classroom instruction and engage in dialogue with teachers concerning the communication of learning. Coaches are curriculum and instructional personnel that focus on the alignment of teaching, testing, and training.

Mentors – The SRA Mentor is a colleague that works with new staff and teachers in the role of practitioner with accountability, buddying, and networking as their focus. They are selected based on recommendation from principals and have excellent people skills, a willingness to share best practices, and are seasoned teachers and aspiring administrators.

Observation/Evaluation – The SRA Observer or Evaluator is a classroom teacher of 5 years or more or an administrator that engages in classroom observations to conduct weekly walk throughs and monitoring, formative evaluations, and summative evaluations. These practitioners are very good with data gathering, interpreting, dissemination, planning, and decision-making. Mentors can also operate in this role. They receive a stipend of \$1500 annually for additional duties.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Shekinah is not seeking a wavier for any section of TEC §21.7011 applicable to charter schools.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Shekinah is not seeking a wavier for any section of TEC §21.7011 applicable to charter schools.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Shekinah is not seeking a wavier for any section of TEC §21.7011 applicable to charter schools.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Shekinah is not seeking a wavier for any section of TEC §21.7011 applicable to charter schools.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015819

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Without EEIP funding, SRA does not have the comprehensive, holistic system that our teachers need to be effective to ensure student success.

SRA's planned Induction and Mentoring Process and comprehensive compensation plan will assist new teachers know the benefit of having a well-developed, comprehensive plan, however, without the funding from the EEIP, it is very unlikely that SRA will be able to implement the plan which is seen as the "key" to SRA's educator retention success. School improvement has seen this as an issue in staff retention however due to lack of funds the program is very limited and not comprehensive. Because SRA has attempted, although inconsistently due to lack of funding, over the years to provide induction activities and mentoring activities, all efforts were fragmented and unplanned out due to lack of resources, training and funds. There is no doubt that without funding from the EEIP, our new teachers will not have access to a well designed, innovated induction, renewal and mentoring program. This funding is critical to helping SRA stave the exodus of teachers from the school and will definitely aide all of our teachers in having and maintaining a positive presence in school for the entire school year until June each year.

While funding for some professional developments already exist. There remain obvious gaps in what SRA has been able to achieve because we have not been able to "close the loop" However, having a well-coordinated recruitment and hiring plan along with a comprehensive induction and mentoring plan will help us reach all of our goals so that the quality of teacher improves along with student academic performances. Without EEIP funding, SRA will not have a 1) comprehensive recruitment and hiring process and will not have a comprehensive 2) induction and mentoring program nor have enough funding to implement the 3) strategic compensation components 4) will not have a comprehensive observation program These four (4) comprehensive processes are critical to SRA being better able to provide needed support and resources all teachers but especially new teaches who leave the profession usually within five (5) years when there is no comprehensive support system. We strongly believe that EEIP funding will enable us to "close the loop" on the gaps we have and help us better serve our teachers enabling them to ensure that our students make academic improvement. Without EEIP funding this will not be possible.

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Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity	Timeline
Plan implementation of the EEIP/ ECIP program	April 2014
Design and Implement compensation Plan	April 2014
Design and Implement Hiring and Recruitment Plan	April 2014-June 2014
Select staff to fill all positions	May 2014- August 2014
Implementation Training for the EEIP Program	Summer 2014
Monthly professional development plan for each campus	Summer 2014
Develop a schedule for observations and formal evaluations and mentoring	Summer 2014
Implement the EEIP program	August 2014
Begin Year 1 formal evaluations – 2 per semester per staff	August 2014
Begin Year 1 observations – weekly	August 2014
Submit data to data analysis vendors for value-added scores	March 2015
Complete Year 1 formal evaluations – 2 per semester per staff	May 2015
Submit final reports to TEA for Year 1	August 2015
Begin EEIP Program for Year 2	August 2015
Begin Year 2 formal evaluations – 2 per semester per staff	August 2015
Begin Year 2 observations – weekly	August 2015
Select staff to fill positions, paid with extra-duty pay – Y2	August 2015
Provide staff strategic compensation	November 2015
Submit data to data analysis vendors for value-added scores	March 2016
Complete Year 2 formal evaluations – 2 per semester per staff	May 2016
Complete Year 2 EEIP program	August 2016
Submit final reports to TEA for Year 2	August 2016
Apply for EEIP program for Years 3 and 4	August 2016

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

89% of the educators working for SRA voted "yes" to participate in EEIP along with the general parameters of the plan. Staff provided input into the design of the EEIP induction, mentoring, observation and compensation plan requirements of EEIP and everyone was genuinely supportive of the unique opportunity SRA has to further improve, fill the gaps that exist as identified by the priority needs and ultimately meet the needs of 100% of the students so that all student experience academic success through continuous progress towards the goal of college and career readiness.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant will be district wide with all campus in Shekinah Radiance Academy participating in the EEIP grant.

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